LT/AH 358 READING THE CITY: LITERATURE AND ART IN SALAMANCA  
IES Abroad Salamanca

**DESCRIPTION:**  
Students in this course will study in detail the main literary and artistic movements linked to Salamanca and, especially, to the history of its university. As the University of Salamanca is one of the oldest universities in the world (founded in 1218), we will, logically, go back to the Middle Ages as the starting point for the analysis of the topics studied. We will examine the development of local literature and art throughout history in comparison with the changes undergone by this university throughout the centuries. In this course we will cover the most brilliant exponents of literature in Salamanca from the Middle Ages up to the present day, paying special attention to the works by Fernando de Rojas, Fray Luis de León, Diego de Torres Villarroel or Miguel de Unamuno. We will also study the most valuable art and architecture of Salamanca, a city that is listed as a World Heritage Site by the UNESCO on account of its historical riches and its contribution to the Spanish culture.

**CREDITS:** 3

**CONTACT HOURS:** 45

**LANGUAGE OF INSTRUCTION:** Spanish

**TUTORING SCHEDULE:** Tuesday 18:00-19:00 h online

**PREREQUISITES:** none

**ADDITIONAL COST:** none

**METHOD OF PRESENTATION:**
- Lectures
- Readings
- Individual and group tasks
- Oral presentations
- Class discussions
- Field study activities
- Class materials will be available on the Moodle platform: https://moodle.iesabroad.org

**REQUIRED WORK AND FORM OF ASSESSMENT:**
- Midterm: 20%
- Final: 20%
- Research paper: 20%
- Course-related excursions: 15%
- Activity journal: 15%
- Class participation: 10%

**Course Participation:**
This includes class activities and homework assignments such as individual exercises, group tasks, summaries, text commentaries, reports, Internet research, etc. Instructors will also value students’ positive and participatory attitude in class as well as in programmed activities carried out outside the classroom.

**Midterm exam:**
Midterm written exams will consist of 3 brief essay questions and a text commentary, related to the topics studied in class.
Final Exam:
Final written exams will consist of 3 brief essay questions and a text commentary, related to the topics studied in class.

Research Paper:
Students will write a paper on one of the topics studied in class. The chosen topic must be approved by instructors. Characteristics of the research paper:
Students will analyze a series of texts and/or poems that incorporate the city or the art of Salamanca, and they will research on the author, the history or the sociocultural context of those texts. Students will have to choose one of the texts and write a short paper on that text (length: 6-8 pages).
Once chosen and having analyzed the text, students will have to complete their research paper with images (pictures, drawings, photomontages, websites, videos, etc.) that refer to what is mentioned in the text. The objective is to create a personal artistic and creative project with images, describing the most important characteristics of the chosen building, monument or artistic work. Every image will have to be accompanied by a short descriptive text (10-40 words), explaining its meaning (length: 2-4 pages and 4 images minimum).
If agreed by students, their research papers will be uploaded to Moodle or a blog so that students can use them to create a discussion by giving their opinion, news, the latest information, etc. This will promote a continuous exchange of ideas between instructors and students and also between students.

Course-Related Trips:
1. Renaissance artistic-literary tour: Visit to selected monuments and streets of Salamanca to observe, with the help of instructors, how the tracks of culture, literature and art are still present in the streets and heritage of the city.
Pre-activity:
Students will prepare a group presentation on the cultural, literary and/or artistic meaning of a specific place of the city, previously assigned in class.
Post-activity: They will also submit an album where they will include pictures and a brief description of each Renaissance element.
Learning outcomes:
• Familiarize students with the aesthetics of the Renaissance/Baroque in Salamanca.
• Reflect on the Eros concept and the idea of death in the Renaissance and Baroque.
• Encourage debate on pre- and post-Counter-Reform freedom.
• Relate spaces of the city with the work and authors studied in class.

2. Franco remains in Salamanca: Students will visit some of the Franco remains in the city of Salamanca.
Pre-activity: In groups they will research and present those remains to the other students.
Post-activity: They will also write an essay consisting of a personal reflection on the controversial issue about removing or not Franco remains, the need for respecting the historical memory.
Learning outcomes:
• Familiarize students with an episode in the history of Spain: the Civil War and its relationship with the city of Salamanca.
• To direct the student’s attention to events unrelated to writing, but important in the sociology of Francoism, which survive today.
• Relate historical events of the past (the Civil War and Francoism) with recent historical events (controversy over Franco’s vestiges) and their relationship with the city of Salamanca.
• Put the students in contact with the historical realities (civil architecture of the city) related to the texts of the subject.
• Encourage research on the city of Salamanca and on the Franco era.
• Encourage the debate on historical memory, the right to be forgotten and the memory of victims and executioners.

Activity Journal:
Students will write a personal journal that includes all course activities outside the classroom: outings, visits, excursions, performances, exhibitions, etc. Students can choose if they prefer their journal to be private (submitted to the instructor) or public (posted on a student blog).
LEARNING OUTCOMES:
By the end of the course students will be able to:

- Analyze the connection of the city with art and literature, demonstrating a broad knowledge of the main artistic-literary representatives and landmarks related to Salamanca
- Demonstrate a profound knowledge of the importance of Salamanca in Spanish culture
- Understand and critically assimilate the historical implication of the University of Salamanca in the national and international education scene as well as its undeniable connection with the cultural life of Salamanca
- “Read” the city, identifying the tracks of culture on the streets and monuments of Salamanca
- Critically read and adequately contextualize the literary and artistic works studied in class, demonstrating progress in their knowledge of Spanish art and literature

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:
Overview / Description:
During the semester we held 15 sessions outside the classroom. On these trips we visit natural spaces, urban centers and different monuments. We are aware that in the tours we take, we focus on knowledge through visual perception. And also that many monuments are not accessible to people with reduced mobility. Our proposal based on integration will be to produce a series of audible Outputs with many details about what is seen during these experiences. In this way, other students with disabilities will be able to know the characteristics of the spaces that they cannot appreciate for themselves. These products will be created following the principles of universal design.
Sustainable Development Goals 11.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad Salamanca classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than two classes, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence.
Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

CONTENT:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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| Week 1| Session 1:  
Course presentation, introducing instructors and students.             |             |
<p>|       | 1. Syllabus presentation, including tasks and readings.                   |             |
|       | 2. Brief introduction of the cultural importance of Salamanca, pointing out some of its main landmarks and representatives, including important figures and institutions. |             |</p>
<table>
<thead>
<tr>
<th>Session 2:</th>
<th>Middle Age: Marquis of Villena and the Cave of Salamanca.</th>
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<tbody>
<tr>
<td>1. Medieval legends</td>
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<td>2. Witchcraft and superstition</td>
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<td>3. Medieval science</td>
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<td>4. The tower of the Marquis of Villena</td>
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Course-Related Activity: Visit to the Cave of Salamanca

- **READING:** Egido, Luciano, “La Cueva de Salamanca”, 1994 (approx. 5 pages)
- Activity journal

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<th>Week 2</th>
<th>Session 3:</th>
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<td>The Old Cathedral and its chapels: the germ of the University.</td>
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- **READING:** Cathedrals Dossier, available in Moodle.

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<th>Session 4:</th>
<th>Middle Age: Fernando de Rojas and La Celestina (1499)</th>
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<tr>
<td>1. Courtly love and the new Renaissance love</td>
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<td>2. The power of money</td>
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<td>3. New social classes</td>
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<td>4. Urban settings for the action: the garden, the street, the brothel, the church, the manor house</td>
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Course-Related Activity: Visit to the Garden of Calixto and Melibea, reading some extracts in situ.

- **READING:** Extracts from *La Celestina* (approx. 40 pages)
- Activity journal
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<tr>
<th>Week 3</th>
<th>Session 5: Renaissance: <em>El Lazarillo de Tormes</em> and the birth of a new genre in Salamanca, the Picaresque novel</th>
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<tr>
<td></td>
<td>Course-Related Activity: Visit to the riverside of the Tormes for the last part of the session.</td>
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<tr>
<td></td>
<td>• <strong>READING:</strong> <em>El Lazarillo de Tormes</em> (approx. 50 pages)</td>
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<td></td>
<td>• Activity journal</td>
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<td></td>
<td>• Presentation project: Produce a series of audible Outputs with a lot of details about what they have seen during these experiences. This way, classmates with disabilities will be able to know the characteristics of the spaces that they are not able to enjoy by themselves.</td>
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<td>• Sustainable Development Goals 11.</td>
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<td>Course-Related Activity: Visit to the New Cathedral of Salamanca and the Ieronimus exhibition.</td>
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<td>• <strong>READING:</strong> Dossier on the New Cathedral (approx. 8 pages)</td>
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<td>• Activity journal</td>
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| Session 6: Renaissance: Humanism, poetry and university: the case of Fray Luis de León. |
| Course-Related Activity: Visit to the university historical building and old classrooms. |
| • **READING:** Poems by Fray Luis de León, San Juan de la Cruz (approx. 8 pages) |
| • Activity journal |
## Session 8:

Salamancan the city that illuminates Teresa’s word. Presence of women and writing from the convent.

Course-Related Activity: Guided tour of the symbols and monuments related to Santa Teresa in the city.

- **READING**: Dossier: Santa Teresa (approx. 10 pages).
- **Activity journal**

### Week 5

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<th>Session 9:</th>
<th>Baroque: Royal College of the Holy Ghost, of the Society of Jesus, in Salamanca La Clerecía</th>
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<tr>
<td>Course-Related Activity: Visit to La Clerecía: Scala Coeli exhibitions.</td>
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<th>Session 10:</th>
<th>Renaissance</th>
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<td>COURSE-RELATED TRIPS: Renaissance artistic-literary tour.</td>
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<tr>
<td>Visit to some Renaissance monuments and artistic elements in the city of Salamanca that are related to legends and literary topics studied in class. In groups students will research and present those monuments and elements to the other students during 10 minutes.</td>
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- **READING**: *Guía de Salamanca entre dos siglos* (1870-1960) (approx. 8 pages)
- **Oral presentation**
- **Photo album**

### Week 6

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<th>Session 11: Midterm Exam</th>
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<th>Session 12: Tutoring. Midterm review</th>
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| Week 7 | Session 13: | Baroque: Salamanca in the works of Miguel de Cervantes Saavedra.  
History, culture and insanity in one of his “Novelas ejemplares”. |
|--------|------------|-------------------------------------------------------------------|
| Session 14: | Baroque: A typical art from Salamanca.  
The Churrigueras and their works (Plaza Mayor, Altarpiece of the Dominican Convent...)  
Course-Related Activity: Visit to Plaza Mayor and the Dominican Convent. |
| Week 8 | Session 15: | Baroque: Theater in Salamanca  
Presence and reflection of Salamanca in the New Comedy |
| Session 16: | 18th-19th Centuries: Birth of the Modern Age  
1. Effects of the earthquake in Lisbon in 1755  
2. Spanish War of Independence  
3. Dreams and reason for the Spanish Enlightenment  
4. Torres Villarroel and the almanacs. |

- **READING**: *El licenciado Vidriera* (approx. 40 pages)
- **Review of the first outputs Salamanca Sensible.**
- **Activity journal**

- **READING**: *Extracts: Arte Nuevo de hacer comedias* by Lope de Vega and *Vivir es sueño* by Calderón de la Barca (approx. 20 pages)
- **READING**: *Salamanca desconocida* (approx. 30 pages)
### Week 9

**Session 17:**
18th-19th Centuries  
University Don Juanes: *El estudiante de Salamanca*, by José Espronceda

- **READING:** *El estudiante de Salamanca* (approx. 40 pages)  
- Review of the second outputs Salamanca

**Session 18:**
20th Century: Unamuno, between the national consciousness and the existential crisis The 98  
Course-Related Activity: Visit to the Unamuno House and city tour visiting the symbols and monuments related to the writer for the last part of the session.

- **READING:** Extracts from *Niebla* by Unamuno (approx. 20 pages)  
- Activity journal

### Week 10

**Session 19:**
20th Century: Spanish Civil War and Salamanca  
1. The incident at the Paraninfo  
2. The third Spain Salamanca, Franco’s headquarters  
3. Works by the rebellious side: Agustín de Foxá

**Session 20:**
20th Century  
COURSE-RELATED TRIPS: Tour: Franco remains in Salamanca.  
Students will visit some of the Franco remains in the city of Salamanca. In groups they will research and present those remains to the other students during 10-15 minutes.

- Oral presentation  
- Write an essay consisting of a personal reflection on the controversial issue about removing or not Franco remains, the need for respecting the historical memory.

- DEADLINE RESEARCH PAPER
| Week 11 | Session 21:  
20th Century: The novel in Salamanca  
1. Salamanca as a space for creation and fiction  
   Martín Gaite, Torrente Ballester  
2. Postwar gray city and the 50s  
Course-Related Activity: Visit to squares, monuments and some other places in Salamanca related to 20th-century writers. |  
• **READING:** *Los usos amorosos de la posguerra* (Carmen Martín Gaite) y *El golpe de estado de Guadalupe Limón* (Gonzalo Torrente Ballester) (approx. 20 pages)  
• Review of the final outputs Salamanca Sensible |
| --- | --- |
| Session 22:  
Session 21 20th Century: Transition to democracy and poetry  
1. The dark side of the Transition Salamanca “canalla”  
2. Dark and forgotten hideouts of Aníbal Nunez  
3. The city as a hallucinated space Casa Lis  
Course-Related Activity: Visit to Casa Lis, reading some poems by Aníbal Nunez |  
• **READING:** Poems by Aníbal Núñez and Felipe Núñez (approx. 10 pages)  
• Extracts from *La vida dañada* de Aníbal Núñez (approx. 5 pages)  
• Activity journal |
| Week 12 | Session 23:  
21st Century: The new names, young literature, poetry and music in the city, new forms of cultural management, the story, the micro-story, the blogs, pop poetry, perfo-poetry.  
1. Today’s authors: Maribel Andrés Llamero, Juan Antonio González Iglesias, Ben Clark, Antonio Portela, María Ángeles Pérez López.  
2. Street art  
Course-Related Activity: Visit to some street murals in different places of Salamanca |  
• **READING:** Extracts from works by new authors (approx. 10 pages) |
| Session 24: Final Exam. |  
**COURSE-RELATED TRIPS:**  
• Visit to the Cave of Salamanca  
• Visit to the Garden of Calixto and Melibea |
• Visit to the riverside of the Tormes
• Visit to the university historical building and old classrooms
• Visit to the New Cathedral of Salamanca and the Jerónimos exhibition
• Guided tour of the symbols and monuments related to Santa Teresa in the city
• Visit to La Clerecía: Scala Coeli exhibitions
• Renaissance artistic-literary tour
• Visit to Plaza Mayor and the Dominican Convent
• Visit to the Unamuno House and city tour visiting the symbols and monuments related to the writer for the last part of the session
• Franco remains in Salamanca Tour
• Visit to squares, monuments and some other places in Salamanca related to 20th-century writer
• Visit to Casa Lis
• Visit to some street murals in different places of Salamanca.

REQUIRED READINGS:
• ANÓNIMO, El Lazarillo de Tormes, Madrid: Cátedra, 2011 [some chapters (approx. 75 pages)]
• ESPRONCEDA, José de, El estudiante de Salamanca, Madrid: Cátedra, 2010. (approx. 70 pages).
• ROJAS, Fernando de, La Celestina, Madrid: Castalia, 2001 [some chapters (approx. 60 pages)]
• Provided in class:
  • Selection of Renaissance poetry: Fray Luis de León, Santa Teresa de Jesús, San Juan de la Cruz...
  • Selection of scenes from Arte Nuevo de hacer comedias and from comedies by Lope de Vega and Calderón de la Barca.
  • Extracts from Niebla and from other works by Miguel de Unamuno.
  • Selection of narrative and poems by contemporary authors: Juan Antonio González Iglesias, Carmen Martín Gaite, Aníbal Núñez, Gonzalo Torrente Ballester...
  • Extracts from Las armas y las letras, by Andrés Trapiello.
  • Extracts from La vida dañada de Aníbal Núñez, by Fernando R. de la Flor.

RECOMMENDED READINGS:
• Pereda, F. La arquitectura elocuente: el edificio de la Universidad de Salamanca bajo el reinado de Carlos V. Madrid: Sociedad Estatal para la Conmemoración de los Centenarias de Felipe II y Carlos V, 2000.